

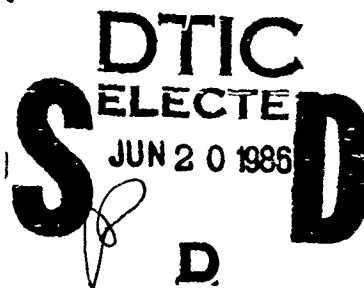
Research Report 1409

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Gender Analysis of the Professional Development of Officers Study (PDOS) Survey

Douglas L. Rachford



Leadership and Management Technical Area
Manpower and Personnel Research Laboratory

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U. S. Army

Research Institute for the Behavioral and Social Sciences

December 1985

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Technical Director

WM. DARRYL HENDERSON
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Commanding

Technical review by

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Earl C. Pence

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) One of the recommendations of the Professional Development of Officers Study Group (PDOS) was further analysis of their survey data regarding gender differences. To that end, responses for each survey item were analyzed by gender, grade, and combat role. Gender differences by company and field grades were found on 49 of the 105 questions. Response frequencies were presented for each item on which responses differed by gender. In general, women officers were less positive about the professional development of officers than were men, although many confounding factors are present. Patterns in the responses were noted and discussed in (con't on back)		

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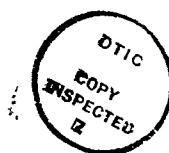
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Douglas L. Rachford

Leadership and Management Technical Area
William W. Haythorn, Chief

Manpower and Personnel Research Laboratory
Newell K. Eaton, Acting Director

U.S. ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL AND SOCIAL SCIENCES
5001 Eisenhower Avenue, Alexandria, Virginia 22333-5600

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FOREWORD

The Professional Development of Officers Study Group (PDOS) was formed to take a thorough look at the officer professional development system. An important aspect of this study was a survey of a sample of commissioned officers. Many important issues were brought to light by this survey and further analyses of certain sub-samples (in this case women) was deemed necessary. This report is the response to a request to analyze gender differences in the responses to the PDOS survey in greater depth.



EDGAR M. JOHNSON
Technical Director

GENDER ANALYSIS OF THE PROFESSIONAL DEVELOPMENT OF OFFICERS STUDY (PDOS)
SURVEY

EXECUTIVE SUMMARY

Requirement:

To analyze the Professional Development of Officers Study (PDOS) survey data for gender differences.

Procedure:

The survey responses were analyzed by gender, grade, and combat role (Combat Arms, Combat Support, and Combat Service Support). Differences related to gender were reported and displayed in tabular form.

Findings:

There were gender related differences on 49 out of 105 of the survey items. Women were less positive than men about the professional development of officers on nearly every item that showed a difference.

Utilization:

These findings will be given to the Office of the Deputy Chief of Staff for Personnel to be used by the Implementation of PDOS group.

GENDER ANALYSIS OF THE PROFESSIONAL DEVELOPMENT OF OFFICERS STUDY (PDOS)
SURVEY

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Gender Analysis of Professional Development of Officers Study (PDOS) Survey

The Professional Development of Officers Study Group was formed in 1984 to take a broad and realistic look at the officer development system. An important element of their work was a survey of the commissioned officer corps (see Appendix for survey). The survey was multiple choice, covered many aspects of professional development, and sampled a large number of officers.

There were 105 questions (including 12 primarily demographic items) on the commissioned officer survey. The survey was mailed to 23,000 officers in the grades between Second Lieutenant and Colonel in 15 branches. Of the surveys mailed, 14,046 (61%) were returned. The PDOS group performed the initial analysis of the responses from the survey. In their report they recommended that further analysis be performed; one of those recommended was an analysis by gender. This report is a response to a request from the Office of the Deputy Chief of Staff for Personnel to do this analysis and uses the survey responses to examine more thoroughly the responses of women commissioned officers, and to note differences between women's and men's perceptions of the Officer Professional Development System (OPDS).

The Sample

The first consideration in examining the results of the survey is the sample of officers who responded. This involves several questions. First, is the sample representative of the population of interest (commissioned officers) and second, are the subgroups of interest adequately represented? A third question is whether those who responded (of those to whom the survey was mailed) are a select or nonrepresentative group. This third question is difficult to answer, since we have no information about those who did not respond. We will assume our sample to be close to the character of those contacted. However, research has demonstrated that respondents are often different from nonrespondents.

The first two questions can be addressed by comparing the survey sample with the population and subpopulations. Using the Officer Longitudinal Research Data Base (OLRDB) we are able to view the commissioned officer corps. Table 1 presents the whole officer corps and the survey sample broken out by branch and gender.

The non-OPMS (AMEDD, Chap, JAG) branches were excluded from the PDOS Survey because these groups are accessed and managed differently (not through the Officer Personnel Management System) than the bulk of the commissioned officer corps. Much of the survey would be inappropriate for them and their responses would cloud those of the other officers.

Table 1

Percentage of Officers by Branch and Gender in the Officer Corps (OPMS
Branches) and the PDOS Survey Sample

Branch	PDOS Sample		Officer Corps (OPMS)	
	MALE (N=12880) ^a	FEMALE (N=1095) ^a	MALE (N=66972)	FEMALE (N=5212)
AG	6	17	4	17
ADA	7	3	6	3
AR	8	1	9	0
AV	10	2	11	4
CHEM	5	6	2	2
ENG	7	2	8	3
FA	8	2	13	3
FIN	4	9	1	4
IN	10	1	18	0
MI	6	11	6	14
MP	6	10	3	7
ORD	8	11	5	11
QM	5	10	4	12
SIG	6	9	7	13
TRANS	<u>4</u>	<u>6</u>	<u>3</u>	<u>7</u>
TOTAL (%)	100	100	100	100
% of Sample	92	8	93	7

^aThese groups total to 71 persons less than the total sample due to missing data as to gender.

These excluded branches represent less than 20% of the male commissioned officers but nearly 50% of the female commissioned officers. Therefore, results from the PDOS survey should not be generalized to the whole of the female commissioned officer corps. The PDOS survey sample has a smaller proportion of women to men (8% to 92%) than is found in the officer corps overall (11% to 89%) but approximates that of the OPMS branches (7% to 93%).

In regard to branch representation in the PDOS survey, some of the smaller branches are over-represented (Military Police, for example, are 6% of the PDOS sample and 3% of the OPMS officer corps) and some of the larger branches are under-represented (Infantry, for example, are 10% of the PDOS sample and 18% of the OPMS officer corps). In general, all included branches are adequately represented; however, the survey sample is more evenly distributed than is the officer corps. This could be a problem if responses are summed across branches (if there are branch differences) to generalize to the OPMS part of the officer corps.

As can be observed in Table 2, male officers in the field grades are over-represented in the PDOS sample (52%) relative to male field grade officers in the whole officer corps (35%).

The PDOS sample of women also over-represents field grade officers; field grades comprise 15% of the PDOS sample of women and 7% in the officer corps. Even with this over-representation in the field grade women in the PDOS sample, there were extremely few women in the field grades.

There are also some questions about the accuracy of the PDOS survey data. For example, 10 respondents reported being female and in Armor branch and another 10 reported being in Infantry branch. No females can be in either of these branches according to current Army policy nor are there any according to the Officer Master File. Although women are found in some of the branches considered combat arms by the PDOS group (Air Defense Artillery, Engineer, Aviation and Field Artillery) none are found in the ranks of Lieutenant Colonel or Colonel (according to the 1 October 1984 Officer Master File). In fact, in the whole officer corps only six women are majors in these branches. There are 17 Majors, six Lieutenant Colonels, and one Colonel in Combat arms in the PDOS data.

There are some obvious problems in this data, and perhaps others that have not come to light; never-the-less, these are the available data and we can glean considerable information from them. These problems, however, should make us doubly cautious (along with the small sample size) in generalizing the PDOS survey responses to women in the Army.

Table 2

Distribution of the Officer Corps (OPMS Branches) and the PDOS Survey Sample by Gender and Grade

Grade	Officer Corps (OPMS)			PDOS Survey		
	Males	Females	Total	Males	Females	Total
2LT (N)	9818	1209	11027	813	158	971
Grade (%)	89	11	100	84	16	100
Gender (%)	15	25	15	6	14	7
1LT (N)	9720	1315	11035	1520	315	1835
Grade (%)	88	12	100	83	17	100
Gender (%)	14	27	15	12	29	13
CPT (N)	23668	2061	25729	3921	452	4373
Grade (%)	92	8	100	90	10	100
Gender (%)	36	42	36	30	42	32
MAJ (N)	11918	262	12180	3209	118	3327
Grade (%)	98	2	100	96	4	100
Gender (%)	18	5	17	25	11	24
LTC (N)	8175	51	8226	2382	32	2414
Grade (%)	99	1	100	99	1	100
Gender (%)	12	1	12	19	3	17
COL (N)	3294	12	3306	999	9	1008
Grade (%)	99	1	100	99	1	100
Gender (%)	5	1	5	8	1	7
TOTAL	66593	4910	71503	12844	1084	13928
Grade (%)	93	7	100	92	8	100
Gender (%)	100	100	100	100	100	100

Definition of a Difference

In this report we are interested in differences between what women officers and men officers reported on the PDOS Survey. If the whole commissioned officer corps had been surveyed, there would be no question about what constitutes a difference. If they had been asked "Is the Army a fun place to work?", and 99% of men responded "yes" while 95% of women responded "yes", we would know that proportionately fewer women think the Army is a fun place to work. If we asked only three men and three women, however, we would be hesitant to believe that what they said represents all men and women officers in the Army. We would have a low level of confidence that their answers could be used to estimate the true feelings of the whole officer corps.

The size of the sample directly influences our level of confidence in estimating the responses of the population. This is not to say that a small sample may not accurately reflect the opinions of the population, but our level of confidence, in using their responses, would be lower with a small sample and higher with a large sample.

When comparing responses of subgroups (like men and women) there are ways of statistically specifying our level of confidence that a difference between subgroups can be projected to the whole population. A standard confidence level in psychological research is 95% (or 19 out of 20 times). That is, based on the degree of difference and the sample size, we would be right that there really is a difference 19 out of 20 times. Other confidence levels are also used, for example, 9 out of 10 times or 99 out of 100 times. The decision rule applied in these analyses is 95% confidence (or 19 out of 20 times); that is, if an item is included it demonstrates a gender difference at or above the 95% level of confidence. In a few cases, where the sample of women is extremely small (eg., women in Combat Arms), differences at a lower level of confidence (90%) are presented, but this lower level of confidence is always noted.

The small sample of women in the PDOS survey imposes a difficulty in achieving a high level of confidence that a difference between men's and women's responses is a true difference. In particular, the small sample of field grade women influences our confidence level. Therefore, the size of a difference between field grade men and women must be considerably larger than that between company grade men and women to be statistically significant.

Analysis of PDOS Survey

Branch was not considered in these analyses because of the small number (or none) of women in some branches. Instead Combat Role (Combat Arms, Combat Support, and Combat Service Support), as defined in the original PDOS analyses, was used. This variable was constructed as follows:

<u>Combat Arms</u>	<u>Combat Support</u>	<u>Combat Service Support</u>
Air Defense Artillery	Chemical	Adjutant General
Armor	Military Intelligence	Finance
Aviation	Military Police	Ordnance
Engineer	Signal	Quarter Master
Field Artillery		Transportation
Infantry		

Every survey question was analyzed by Combat Role, Grade, and Gender. After examining each question for gender differences, categories were collapsed to the most general level at which a gender difference was found. Grade was often collapsed to Company Grade and Field Grade where no finer differentiation could be found. Gender differences were rarely found to interact with Combat Role.

Structure of the Report

The main body of this report consists of tables of frequencies of the responses (usually shown as percentages to compensate for sample size discrepancies) of the items on the PDOS survey¹ with a short description of the gender differences for each item. The tables are presented in the order that the items occurred on the survey. Only questions which yielded gender differences are presented and only the characteristics which are relevant are shown.

After the data are presented, some inferences and conclusions are discussed. Several patterns that stand out in the responses are noted in this section. This is not meant to imply that these are the only patterns or conclusions that can be drawn. Readers are encouraged to look for other patterns that we may have missed and at individual items of particular interest to them.

¹Because the number of individuals answering each question varied (due to missing data), the total number of respondents shown in each table similarly varies.

Results

Question J: Plan to Make the Army a Career (20 or More Years)

More company grade men than women (66% versus 50%) said they plan to make the Army a career. There were more "undecided" women than men (34% versus 25%, respectively) and more women said "no", they do not plan to make the Army a career (16% to 9%).

As can be seen in Table 3, there was no gender difference in the field grade. It appears that once the rank of Major is achieved, nearly everyone plans to remain until retirement.

Table 3

Plan to Make the Army a Career (in Percent)

<u>Response %</u>	<u>Company Grade</u>		<u>Field Grade</u>	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Yes	50	66	98	99
No Decision	34	25	1	1
No	<u>16</u>	<u>9</u>	<u>1</u>	<u>0</u>
Total (%)	100	100	100	100
N	921	6241	157	6571

Question L: Source of Commission.

Source of an officers commission has changed--as observed by grade differences--more for women than for men. As high as 70% of the female field Majors were commissioned by direct appointment while less than 6% of male Majors (the highest percentage of men so commissioned) were commissioned by direct appointment.

At the grades of First and Second Lieutenant, the percent of women with direct appointments is similar to men (around 1%). The proportion of women coming from ROTC is higher than for men (81% and 70% respectively), while the percentage of women from OCS is lower for Second Lieutenants than for other grades. The proportion of women officers coming from West Point appears to be increasing but is only half of the proportion of men from the Academy.

Table 4

Source of Commission by Grade and Sex (in Percent)

Source	Grade					
	<u>2LT</u>	<u>1LT</u>	<u>CPT</u>	<u>MAJ</u>	<u>LTC</u>	<u>COL</u>
OCS						
Women	10.8	18.2	12.6	12.2	23.3	0.0
Men	14.9	15.7	13.0	28.7	31.0	9.3
USMA						
Women	7.6	5.5	2.9	.9 ^a	3.3 ^a	11.1 ^a
Men	14.3	15.3	15.8	9.7	10.6	16.6
ROTC						
Women	81.0	75.3	57.8	10.4	10.0	44.4
Men	70.2	67.4	69.0	55.4	55.5	71.9
Direct Appointment						
Women	.6	1.0	25.1	70.4	60.0	44.4
Men	.4	1.4	2.0	5.8	2.4	1.8
Other						
Women	0.0	0.0	1.6	6.1	3.3	0.0
Men	.1	.1	.2	.3	.6	.4
N Women	158	308	446	115	30	9
N Men	803	1505	3869	3148	2319	951

^aOne woman at each of these grades reported commissioning through the USMA. No women at these grades attended the USMA and this again demonstrates errant data.

Question 1: Current Assignment (Previous if Currently in School).

A smaller proportion of women officers are commanding--at both company and field grades--and the difference in proportions of current assignments appears to be made up in staff positions. Because of the limited number of women in Combat Arms branches, and the limited number of non-combat command positions, this is not surprising.

Table 5

Current Assignment (in Percent)

Response % Assignment	Company Grade		Field Grade		All	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Commander	12.4	18.7	10.8	13.6	12.4	16.1
Battalion or higher staff	29.4	26.9	14.6	15.6	27.1	21.1
High level staff	8.1	6.8	33.8	28.1	11.9	17.7
Command or Joint staff	1.8	1.4	10.2	9.6	3.1	5.6
Installation staff	11.7	8.0	6.4	9.6	10.9	8.8
Instruction	4.7	7.1	10.2	6.6	5.5	6.8
Speciality Immaterial	3.9	2.9	1.9	2.8	3.7	2.9
Other	<u>28.0</u>	<u>28.1</u>	<u>12.1</u>	<u>14.2</u>	<u>25.5</u>	<u>21.0</u>
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0
N	892	6097	157	6459	1060	12620

Question 3: Satisfaction With Current Duty

Women appear to be slightly less satisfied with their current duty than men. If all levels of satisfaction and dissatisfaction are collapsed, one can see that 79% of women officers are satisfied (21% are not) and 86% of men officers are satisfied (and 14% are not). This finding holds across grade levels and across combat roles.

Table 6

Satisfaction With Current Duty (in Percent)

Response %	Company Grade		Field Grade		All	
	Women	Men	Women	Men	Women	Men
Satisfied	79	84	79	87	79	86
Dissatisfied	21	16	21	13	21	14
Total (%)	100	100	100	100	100	100
N	895	6105	154	6467	1060	12633

Note: The original levels of satisfaction were: Very Satisfied, Satisfied, Slightly Satisfied, Slightly Dissatisfied, Dissatisfied, and Very Dissatisfied.

Question 4: Most Important Skills in Current Duty Position (Previous Duty Position if Currently in School)

Women officers tended to emphasize communication skills and time management more than men officers. The proportional difference was made up primarily by males emphasizing leadership and human relations, concept integration/cognitive skills, and resource management.

Table 7

Most Important Skills (in Percent)

Skill	Women	Men
Leadership and Human Relation	29.1	31.5
Time Management	14.4	11.7
Resource Management	10.4	2.7
Setting Priorities/Goals	5.6	6.5
Technical/Tactical	10.5	11.0
Development of Organization	1.8	1.9
Concept Integration/Cognitive	3.6	6.8
Communication	22.6	16.4
Other	2.06	1.6
Total %	100	100
N	1051	12640

Question 7: Opportunity within Current Assignment to Further Professional Development.

Overall men and women agree in the same proportion (69%) that they have sufficient opportunity for professional development in their current assignment. There is no gender difference on this question by grade either. However, women officers in the combat arms role are less likely to agree with this statement (60%) than are men in combat arms (67%) or than women in Combat Support (70%) or Combat Service Support (70%).

Table 8

Opportunity Within Current Assignment to Further Professional Development

Response %	CA		CS		CSS		All	
	Women	Men	Women	Men	Women	Men	Women	Men
Agree	60	67	70	69	70	73	69	69
Disagree	40	33	30	31	30	27	31	31
Total (%)	100	100	100	100	100	100	100	100
N	112	6328	380	2993	578	3423	1070	12744

Question 8: Mentor Within Current Assignment Helping in Preparation for Future Assignment

Roughly half of company grade officers agreed that they have a mentor in their current assignment, however, female officers in combat arms were less likely to agree.

Field grade officers agreed much less frequently (roughly 1/2 to 1/3 agreed), and of field grade women in combat arms branches, only 13% responded that they had a mentor.

Table 9

Percent Who Agree They Have a Mentor in Current Assignment

Grade %	CA		CS		CSS		ALL	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Company Grade	40	49	50	48	46	52	47	50
Field Grade	13	34	28	31	27	32	26	33

Question 16: To What Extent Did Coaching or Teaching by Mentor Help Prepare You to Perform the Duties in Your Current Assignment.

Regarding the degree of helpfulness of coaching or teaching by mentor for performance of duties in current assignment, many officers responded "not applicable" (22%). This could be anticipated from the large number of officers who did not have a mentor (question 8). This response was more frequent in field grade officers (27% for men, 42% for women). For those to whom the question was applicable, slightly more women than men found it helpful.

Table 10

Degree of Helpfulness (in Percent) of Mentor for Current Assignment

Response %	Women	Men
Extremely helpful	35	26
Somewhat helpful	39	42
Little or no help	<u>26</u>	<u>32</u>
Total (%)	100	100
N	1091	12821

Question 17: Most Recent Military School.

It appears that women officers are receiving military schooling at a slower pace than male officers. The greatest proportion of company grade women have only completed OBC (55% for women versus 38% men) while the greatest proportion of company grade men have completed OAC (40% for men versus 29% for women). Attendance of a staff college (an important career step) shows men attending in higher proportions than women (7% to 4% at company grades). Attendance of senior service college at the company grades is, of course, negligible. The proportion of men attending flight school was also higher than for women (4% and 1% respectively).

At the field grades the proportion of women who had attended a staff college was similar to men (63% versus 62% respectively). Attendance of a senior service college by women, however, was roughly half of attendance by men (6% for women and 11% for men).

The influence of grade on this trend is undeniable. It could be argued that women have lower military education levels because across the officer corps women are in lower grades (i.e., there are disproportionately more women lieutenants in company grades and disproportionately more women majors

in field grades), and therefore have not had the opportunity for education. This argument fails to consider the importance of education on promotion. For example, Majors without staff college may be vulnerable for nonselection to Lieutenant Colonel. At each grade there are fewer women with the most advanced schooling for that level.

Table 11

Last School Attended by Grade and Gender (in Percent)

School %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
OBC	55	38	1	0
OAC	29	40	23	16
CASSS	3	5	1	<1
CGSC (N.Res.)	1	2	25	26
CGSC (Res.)	0	<1	25	0
AFSC	0	<1	12	6
AWC (N.Res.)	0	0	0	2
AWC (Res.)	0	0	2	4
ICAF	0	0	2	2
NWC	0	<1	1	1
Other WC	<1	0	1	2
Flight Sch.	1	4	0	<1
Other	10	10	8	10
None of Above	<u>1</u>	<u>1</u>	<u>0</u>	<u><1</u>
Total (%)	100	100	100	100
N	918	6214	158	6548

Question 19: Amount of Technical Content in Last Military Course.

Company grade women officers were more likely to say there was "too little" technical content than were company grade men (38% and 30% respectively). Although this difference cut across all courses (CAS3 excepted, where there was no difference), this primarily reflects on OBC and OAC. There was no difference for field grade officers.

Table 12

Amount of Technical Content in Last Military Course

Response %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Too Much	6	6	3	4
Right Amount	56	64	69	66
Too Little	38	30	28	30
Total (%)	100	100	100	100
N	886	6066	143	6011
Not Applicable ^a	3%	2%	9%	8%

^a Not applicable excluded from calculations.

Question 20: Amount of Tactical Content in Last Military Course.

Company grade women more often responded that there was too much tactical content in their last course than did company grade men (9% and 5% respectively). Women company grade officers were most often referring to OBC.

Field grade women officers more often responded that there was too little tactical content in their last course than did field grade men (26% and 17% respectively). Women field grade officers were most often referring unfavorably to OAC (65% said too little compared to 28% for men) and were similar to the men field grade officers regarding the other schools.

Table 13

Amount of Tactical Content in Last Military Course (in Percent)

Response %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Too Much	9	5	16	13
Right Amount	53	55	58	70
Too Little	38	40	26	17
Total (%)	100	100	100	100
N	753	5429	140	5979
Not Applicable ^a	18%	13%	10%	9%

^a Not applicable excluded from calculations.

Question 21: Amount of Leadership Content in Last Military Course.

Women field grade officers more often reported "too little" leadership content (40%) than did men field grade officers (33%). This finding cut across the largest school categories (OAC, CGSC non-resident, and CGSC resident) but was strongest in CGSC resident where 60% of the women said "too little" and 36% of the men responded "too little."

No difference by gender was observed in the company grade officers.

Table 14

Amount of Leadership Content in Last Military Course (in Percent)

Response %	Company Grade		Field Grade	
	Women	Men	Women	Men
Too Much	6	8	6	5
Right Amount	57	54	54	61
Too Little	37	38	40	33
Total (%)	100	100	100	100
N	862	5807	153	6279
Not Applicable ^a	6%	6%	3%	4%

^a Not applicable excluded from calculations.

Question 29: Most Recent Military Schools Prepares Officers to Be Mentors.

Women officers across grades and branches were less likely than men officers to agree that their last military school prepares officers to be mentors.

Table 15

Most Recent Military School Prepares Officers to Be Mentors (in Percent)

Responses %	Women	Men
Agree	29	43
Disagree	66	53
No Opinion	<u>5</u>	<u>4</u>
Total (%)	100	100
N	1072	12758

Question 30: Last Military School Prepared Me for Wartime Duties.

Women officers were more likely to disagree that their last military school prepared them for wartime duties (38%) than were men officers (21%). Company grade officers of both sexes disagreed more often than did field grade officers.

Table 16

Last Military School Prepared Me for Wartime Duties (in Percent)

Response %	Company Grade		Field Grade		All Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Agree	56	72	70	81	58	77
Disagree	40	26	26	17	38	21
No Opinion	<u>4</u>	<u>2</u>	<u>4</u>	<u>2</u>	<u>4</u>	<u>2</u>
Total (%)	100	100	100	100	100	100
N	914	6218	158	6564	1084	12850

Question 31: How Much Help will Your Last Military School Be to You in Your Future Assignments.

Company grade women responded that their last military school would be of "little or no help" in future assignments (25%) more often than company grade men (19%). About equal numbers of company grade men and women responded "somewhat helpful" and the difference in proportions was made up in fewer women responding "extremely helpful."

There was no statistically reliable difference for field grade officers although women seemed more likely to say "extremely helpful" and less likely to say "somewhat helpful."

Table 17

How Helpful Will Last Military School Be in Future Assignments (in Percent)

Response %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Extremely Helpful	17	22	31	26
Somewhat Helpful	53	55	42	49
Little or No Help	25	19	18	20
Don't Know	3	3	5	2
Not Applicable	<u>2</u>	<u>1</u>	<u>4</u>	<u>3</u>
Total (%)	100	100	100	100
N	906	6158	156	6520

Question 33: Source of Graduate Degree.

Women in both company and field grades more often achieved their graduate degrees through preaccession or on their own--off duty--time while men more often earned their graduate degree in fully funded programs. A smaller proportion of company grade men than women held graduate degrees while fewer field grade women than men held graduate degrees.

Table 18

Source of Graduate Degree

Response %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Fully Funded Program	3	6	11	24
Degree Completion	1	1	4	6
Coop-CGSC/AWC	0	0	3	6
Off duty	16	13	40	35
Preaccession	10	7	8	3
Other	1	1	3	2
No Graduate Degree	<u>69</u>	<u>72</u>	<u>30</u>	<u>24</u>
Total (%)	100	100	100	100
N	910	6175	158	6530

Question 34: Primary Intent in Earning Graduate Degree.

More women in company grades said their intent in earning graduate degree was to aid in obtaining a civilian job (18%) than did men on company grades (14%). More women at both company and field grades said their intent was professional intellectual growth (44% and 42% respectively) than did their male counterparts (36% and 28%) respectively. Men at both company and field grades more often said their intent was to be more competitive for promotion and school (18% and 22% respectively) than did women (14% and 17% respectively) and men also said their intent was to serve more effectively in their specialities (21% and 25%) more than did women (12% and 15%).

Table 19

Primary Intent in Earning Graduate Degree (in Percent)

Response %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
No Intent	3	3	8	8
Serves More Effectively	12	21	15	25
Professional Intellectual Growth	44	36	42	28
More Competitive	14	18	17	22
Good Civilian Job	18	14	10	11
Obtain Assignment	3	3	0	2
Other	<u>6</u>	<u>5</u>	<u>8</u>	<u>4</u>
Total (%)	100	100	100	100
N	910	6149	157	6524

Question 35: Extent Opportunity to Acquire Additional Civilian Education Influenced Decision to Remain on Active Duty.

It appears that opportunities for civilian education has less influence on women than men. At the company grade, proportionately twice as many women as men say such opportunities do not matter, they will not stay (14% to 6%). About equal numbers say it doesn't matter, they would stay anyway. In the remaining company grade officers--those who were influenced to remain on active duty by educational opportunities--women weighed this influence less heavily than did men.

Field grade men and women respond in similarly small numbers that they will not stay (2% and 1%, respectively). More field grade women (53%) than men (44%) respond that opportunities for civilian education don't matter, they would stay anyway. As in the company grades, those women who are influenced by educational opportunities weigh them less heavily than do men.

Table 20

Influence of Civilian Education Opportunity on Decision to Remain on Active Duty (in Percent).

Response %	Company Grade		Field Grade	
	Women	Men	Women	Men
Great Deal	23	28	14	21
Moderately	16	19	12	16
Slightly	20	19	20	17
NA - Would Stay	27	28	53	44
NA - Would Not Stay	<u>14</u>	<u>6</u>	<u>1</u>	<u>2</u>
Total (%)	100	100	100	100
N	905	6193	156	6539

Question 36: Officer Should Earn Advanced Degree Even if Army Does Not Fund.

Company grade women were more likely to agree with this statement (74%) than were company grade men (69%). This is in keeping with the results of Question 35, on which women were less influenced by educational opportunities offered by the Army; question 33, on which women more often responded that they earned advanced degrees in preaccession or on their own, off duty time; and question 34, on which women's responses more often indicated an intent on earning an advanced degree more often for obtaining civilian jobs or for professional intellectual growth than to serve more effectively or be more competitive for promotion.

There was no apparent difference between male and female field grade officers.

Table 21

Officer Should Earn Advanced Degree Even if Army Does Not Fund (in Percent)

Response %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Agree	74	69	68	71
Disagree	23	28	30	27
No Opinion	<u>3</u>	<u>3</u>	<u>2</u>	<u>2</u>
Total (%)	100	100	100	100
N	918	6245	159	6571

Question 37: Who Shaped Military Values.

Company grade women more often responded that a supervisor, someone during precommissioning, an NCO or "other" most shaped their military values. Company grade men most often responded with "company commander" or "battalion commander." "Someone during precommissioning" was the most prevalent response of both men and women in company grades (although it was higher for women).

The category "other" was used frequently, leading us to wonder who is in this category? Perhaps a family member or a friend; it would be interesting to know because this same individual may have influenced the decision to enter the officer corps.

Field grade women responded heavily with the "other" category and a "supervisor." Field grade men, more often than women, responded that a battalion commander or "someone during precommissioning" most shaped their military values.

For both sexes, the emphasis shifts from lower ranking individuals (NCO and company commander) to higher ranking (battalion commander and general officers) with the move from company to field grade. The influence of peers also increases with this move.

Table 22

Who Shaped Military Values (in Percent)

Response %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Company Commander	11	17	6	7
Battalion Commander	9	18	14	26
Brigade Commander	3	3	3	6
General Officer	3	2	9	9
Peers	8	9	12	15
School Instructor	2	2	2	1
Supervisor	11	8	20	11
Someone During Precommissioning	27	23	6	12
NCO	10	7	4	3
Other	<u>16</u>	<u>11</u>	<u>24</u>	<u>10</u>
Total (%)	100	100	100	100
N	913	6189	159	6522

Question 39: Officers I Work With Exemplify the Army Ethic.

Women at both company and field grade are less likely to agree that the officers they work with exemplify the Army Ethic. Company grade officers of both sexes are less likely to agree than are field grade officers.

Table 23

Officers I Work With Exemplify the Army Ethic (in percent)

Response %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Agree	70	82	81	89
Disagree	29	18	18	11
No Opinion	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>
Total (%)	100	100	100	100
N	911	6204	155	6539

Question 40: Officers I Work With Exemplify the Attitude They are Soldiers First and Are Physically and Mentally Prepared for War and Combat (Warrior Spirit).

Company grade women are less likely to agree that the officers they work with exemplify a soldierly attitude of physical and mental preparedness for war and combat (what the PDOS study group labeled "Warrior Spirit").

The difference in proportions for field grade officers was not statistically reliable, however, the trend was in the same direction. Company grade officers of both sexes were less likely to agree than were field grade officers.

Table 24

Fellow Officers Exemplify "Warrior Spirit" (in Percent)

Response %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Agree	66	76	80	86
Disagree	32	23	19	14
No Opinion	<u>2</u>	<u>1</u>	<u>1</u>	<u>0</u>
Total (%)	100	100	100	100
N	919	6232	158	6573

Question 41: What Percent of Officers That You Know Would Make Good Wartime Leaders.

In both company and field grades, women responded that a lower percent of known officers would make good wartime leaders. About equal numbers of men and women thought about one half would make good wartime leaders. In the company grades, fewer women thought about two thirds or more would make good wartime leaders (35%) than did men (47%) and more women thought one third or less would make good wartime leaders (36%) than did men (24%).

Although the proportions of field grade officers of both sexes who thought their fellow officers would make good wartime leaders was higher than company grade, the same pattern emerged. Significantly fewer women thought about two-thirds or more of their fellow officers would be good wartime leaders (40%) than did men (53%).

Table 25

Proportion of Known Officers Who Would Make Good Wartime Leaders

Response %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
2/3 or more	35	47	40	53
About Half	24	25	23	23
1/3 or Less	36	24	30	21
Don't Know	<u>5</u>	<u>4</u>	<u>7</u>	<u>3</u>
Total (%)	100	100	100	100
N	912	6219	159	6553

Question 42: Percent of Company Grade Officers Competent in Basic Educational Skills.

Fewer company grade women than men responded that two thirds or more company grade officers are competent in basic educational skills (75% and 84% respectively). The remainder were split between the levels of about half and one third or less.

No statistically reliable difference between men and women was found for field grade officers. A large proportion of field grade officers disqualified themselves saying "Don't know". Overall, field grade officers were less optimistic about the basic skills competency of company grade officers (even after removing "don't know" responses) than were company grade officers.

Table 26

Percent of Company Grade Officers Competent in Basic Educational Skills

Response %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
2/3 or More	75	84	56	62
About Half	11	8	10	15
1/3 or Less	7	4	13	9
Don't Know	<u>7</u>	<u>4</u>	<u>21</u>	<u>14</u>
Total (%)	100	100	100	100
N	918	6235	155	6496

Question 44: Greatest Weakness in Development of Officers in Same Branch and Grade.

Company grade women were less likely to identify "operational skills" as the greatest weakness in development of officers in their branch and grade (17%) than were company grade men (22%). For no other category was there a clear gender difference.

Field grade women were more likely to identify tactical skills as the greatest weakness in development of officers in their branch and grade (16%) than were field grade men (7%). For no other category was the difference great enough to be statistically reliable.

Table 27

Greatest Weakness in Development of Officers in Same Branch and Grade (in Percent)

Skill	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Technical Skills	11	10	9	11
Tactical Skills	12	10	16	7
Operational Skills	17	22	19	23
Conceptual/Cognitive	6	7	9	13
Leadership	19	17	21	20
Misunderstands Role	14	13	8	8
Lack Military Values	5	4	4	3
Basic Educational Skills	3	2	2	3
Not Soldiers First	7	10	5	8
Other	<u>6</u>	<u>5</u>	<u>7</u>	<u>4</u>
Total (%)	100	100	100	100
N	925	6254	159	6590

Question 46: Hours Per Month Devoted to Formal Officer Professional Development of Company Grade Officers.

The number of hours per month devoted to formal Officer Professional Development of company grade officers was virtually the same for each gender.

Company grade women reported "none" more often (38%) than did men (32%); otherwise they are quite similar.

Field grade women also reported "none" more often (57%) than did men (39%). Men in field grade reported "don't know" more often (16%) than did women (11%). Otherwise they too were quite similar.

Question 47: Years Spent in School Since Commissioning.

Company grade women report spending less time in school since commissioning than their male counterparts. The average number of years in school for company grade women is .88 while it is 1.10 for men. This is a statistically significant difference ($t=6.72$ $p<.001$). The modal or typical response for both men and women in company grades is one year, but the proportions are different (54% for men and 49% for women). Perhaps the clearest difference is that 35% of company grade women report no years of schooling while 23% of company grade men report no schooling.

The average years of schooling is, of course, higher for field grade officers, but the same kinds of gender differences exist. The average for field grade women is 2.16 while it is 2.89 for men. This is statistically significant ($t=6.38$ $p<.001$). The modal response for both sexes is two years but significantly more men have three or more years (59%) than do women (32%).

Question 49: Group Norms and Role Models Have Made a Positive Contribution to My Professional Development.

Both Company grade and field grade women agree less often that group norms and role models have made a positive contribution to their professional development (what could be called "Socialization").

Table 28

Experienced Positive Socialization (in Percent)

Response %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Agree	71	80	81	89
Disagree	26	19	18	10
Not applicable	1	0	1	0
No opinion	<u>2</u>	<u>1</u>	<u>0</u>	<u>1</u>
Total (%)	100	100	100	100
N	905	6140	156	6501

Question 50: Officer Professional Development System Contributes Significantly to My Development.

Significantly more women than men at both company and field grades responded that this item was not applicable. For those who responded (excluding "not applicable" and "no opinion") there was no gender difference for field grade officers. Company grade women were more likely to disagree (65%) than were men (60%).

Table 29

Officer Professional Development System Contributes Significantly to My Development (in Percent)

Including "Not Applicable" and "No Opinion"

Response %	Company Grade		Field Grade	
	Women	Men	Women	Men
Agree	26	32	15	22
Disagree	47	49	34	43
Not Applicable	24	16	47	31
No Opinion	<u>3</u>	<u>3</u>	<u>4</u>	<u>4</u>
Total (%)	100	100	100	100
N	910	6155	154	6487

Excluding "Not Applicable" and "No Opinion"

Agree	35	40	32	33
Disagree	65	60	68	67
Total (%)	100	100	100	100
N	668	4951	76	4251

Question 51: Current Education System Enhances Officer Combat Readiness.

Company grade women were less likely to agree that the current education system enhances officer combat readiness (61%) than were company grade men (73%).

No gender difference was noted for field grade officers.

Table 30

Current Education System Enhances Officer Combat Readiness (in Percent)

Response %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Agree	61	73	72	78
Disagree	32	23	20	19
Not Applicable	1	1	0	0
No Opinion	<u>6</u>	<u>3</u>	<u>8</u>	<u>3</u>
Total (%)	100	100	100	100
N	910	6174	155	6504

Question 52: Education and Training Opportunities Have Occurred at the Proper Time in My Career.

Company grade women agreed that education and training opportunities have occurred at the proper time in their careers less often (65%) than company grade men (72%).

No gender difference was noted for field grade officers.

Table 31

Education and Training Opportunities Have Occurred at the Proper Time in My Career

Response %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Agree	65	72	68	68
Disagree	29	24	31	32
Not Applicable	3	2	1	0
No Opinion	<u>3</u>	<u>2</u>	<u>0</u>	<u>0</u>
Total (%)	100	100	100	100
N	917	6230	158	6570

Question 53: Satisfied With Professional Development Opportunities Afforded by Assignment Pattern.

Fewer company grade women were satisfied with the professional development opportunities afforded by their assignment pattern (61%) than were company grade men (69%).

No gender difference was found in for field grade officers.

Table 32

Satisfied with Professional Development Opportunities Afforded by Assignment Pattern

Response %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Agree	61	69	66	69
Disagree	35	29	33	31
Not Applicable	2	1	1	0
No Opinion	<u>2</u>	<u>1</u>	<u>0</u>	<u>0</u>
Total (%)	100	100	100	100
N	907	6162	157	6524

Question 54: Confident Opportunities for Professional Development Will Be Available in Career.

Overall company grade women less often agreed that they were confident of future opportunities for professional development (62%) than did men (68%). The combat support group accounted for this difference (56% for women and 67% for men). No reliable gender difference was found for the Combat Arms and Combat Service Support groups.

No gender difference was found for the field grade officers.

Table 33

Confident Opportunities for Professional Development Will Be Available in Career (Company Grade)

Response %	Combat Arms		Combat Support		Combat Service Support	
	Women	Men	Women	Men	Women	Men
Agree	60	68	56	67	67	71
Disagree	34	29	41	30	28	26
Not Applicable	3	1	2	1	1	1
No Opinion	<u>3</u>	<u>2</u>	<u>1</u>	<u>2</u>	<u>4</u>	<u>2</u>
Total (%)	100	100	100	100	100	100
N	91	3110	336	1474	485	1611

Question 55: Army Officer Training and Education System is Preparing Officers in My Branch to Keep Pace With Fielding of High-Tech Systems.

Fewer women at both company and field grades agree that training for high-tech systems is keeping pace. Field grade officers, of both sexes are less optimistic than company grade officers. No differences by combat role were found. Analysis of branch gender differences was not possible because of the small number of women in the sample.

Table 34

Army Officer Training and Education System is Preparing Officers in My Branch to Keep Pace With Fielding of High-Tech Systems

Response %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Agree	46	52	34	42
Disagree	45	42	51	47
Not applicable	1	1	0	1
No opinion	<u>8</u>	<u>5</u>	<u>15</u>	<u>10</u>
Total (%)	100	100	100	100
N	908	6164	158	6518

Question 59: What Should Be the Primary Purpose of OAC?

In the company grades, men more often responded that preparation for command should be the primary purpose of OAC (36%) than did women (27%). Company grade women more often than company grade men responded that the purpose of OAC should be preparation for both staff and command (54% vs 51%) and shared experiences with peers (8% vs 5%). Similar trends occurred in field grades but the difference was not statistically reliable.

Table 35

What Should Be the Primary Purpose of OAC?

Purpose %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Preparation for Command	27	36	22	28
Preparation for Staff	4	4	5	5
Preparation for Staff and Command	54	51	51	56
Develop Basic Branch Skill Proficiency	2	1	7	5
Shared Experiences With Peers	8	5	10	4
Inculcation of Army Values	1	0	1	1
Don't Know	2	2	1	0
Other	<u>2</u>	<u>1</u>	<u>3</u>	<u>1</u>
Total (%)	100	100	100	100
N	912	6199	156	6541

Question 60: What Should Be the Primary Purpose of CAS3?

A larger proportion of men--both company and field grades--responded that preparation for staff should be the primary purpose of CAS3 (47% at each grade level) than did women in company (28%) or field (33%) grades. Women were more likely to respond that preparation for command and staff should be the purpose.

A higher proportion of company grade officers responded "don't know", and this was especially marked for company grade women.

Table 36

What Should Be the Primary Purpose of CAS3?

Purpose %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Preparation for Command	3	2	3	2
Preparation for Staff	28	47	33	47
Preparation for Staff and Command	30	25	41	31
Develop Basic Branch Skill Proficiency	0	0	1	0
Shared Experiences With Peers	9	7	9	7
Inculcation of Army Values	2	1	1	1
Don't Know	25	17	11	11
Other	<u>3</u>	<u>1</u>	<u>1</u>	<u>1</u>
Total (%)	100	100	100	100
N	921	6222	158	6563

Question 61: What Should Be the Primary Purpose of CGSC?

Company grade men, more often than women, said staff preparation should be the primary purpose of CGSC (13% to 8%, respectively). Many company grade officers responded "don't know."

Field grade men, more often than women, answered that operational level war fighting skills should be the primary purpose of CGSC (12% to 6%, respectively). Field grade women, more often than men, answered that a combination of the possible purposes should be the purpose of CGSC (65% to 60%).

Table 37

What Should Be the Primary Purpose of CGSC?

Purpose %	Company Grade		Field Grade	
	Women	Men	Women	Men
Operational Level Warfighting Skills	7	9	6	12
Preparation for Command	2	2	2	2
Preparation for High Level Staff	8	13	13	16
Critical Thinking/Concept Integration	8	7	10	7
Leadership and Large Organization Devl.	8	7	4	2
Some Combination of Above	46	44	65	60
Don't Know	<u>21</u>	<u>18</u>	<u>0</u>	<u>1</u>
Total (%)	100	100	100	100
N	910	6156	157	6525

Question 62: What Should Be the Primary Purpose of SSC?

No gender difference was noted for company grade officers except in the "don't know" category. Many company grade officers responded "don't know"; women significantly more than men (44% to 36%, respectively).

In the field grades, men more often responded that critical thinking and concept integration should be the primary purpose of SSC (20% for men and 13% for women). Women more often responded that some combination of the possible choices should be the purpose (52% for women and 44% for men).

Table 38

What Should Be the Primary Purpose of SSC?

Purpose %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Operational Level				
Warfighting Skills	4	5	2	4
Preparation for Command	<1	1	1	1
Preparation for High Level Staff	6	9	6	7
Critical Thinking/Concept Integration	6	7	13	20
Leadership and Development of Large Organizations	9	11	23	19
Some Combination of Above	31	31	52	44
Don't Know	<u>44</u>	<u>36</u>	<u>3</u>	<u>5</u>
Total (%)	100	100	100	100
N	907	6149	157	654

Question 64: In My Branch There Is Currently a Need for Additional Intensive Education/Training in Warfighting and Operational Planning Skills After CGSC but Prior to SSC.

This question was referred to as the need for an Advanced Military Studies Program (AMSP) by the PDOS group.

Most company grade officers (men and women in equal proportions) said they had "no opinion". No gender difference was found for company grade.

Fewer field grade than company grade officers had responded "no opinion" but more women field grade officers than men gave this response (27% to 15%). Of those who had an opinion, more men agreed with the need for AMSP than did women.

Table 39

Need for Advanced Military Studies Program (in Percent)

Including "Don't Know" or "No Opinion"

Response %	Company Grade		Field Grade	
	Women	Men	Women	Men
Agree	19	21	28	41
Disagree	10	10	45	44
Don't Know	<u>71</u>	<u>69</u>	<u>27</u>	<u>15</u>
Total (%)	100	100	100	100
N	913	6204	159	6562

Excluding "Don't Know" or "No Opinion"

Agree	65	68	39	48
Disagree	<u>35</u>	<u>32</u>	<u>61</u>	<u>52</u>
Total (%)	100	100	100	100
N	269	1947	116	5553

Question 69: Advanced Civilian Schooling is Necessary for Me to be Proficient in at Least One of My Specialties.

Men--at both company and field grades--more often than women agree that advanced civilian schooling is necessary for their specialty.

Table 40

Advanced Civilian Schooling is Necessary for Me to be Proficient in at Least One of My Specialties

Response %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Agree	62	70	54	64
Disagree	29	23	45	35
No Opinion	<u>9</u>	<u>7</u>	<u>1</u>	<u>1</u>
Total (%)	100	100	100	100
N	903	6152	155	6512

Question 72: Some Duty Assignments Within My Grade Level are More Important to the Army Than Others.

More company grade men than women agree with the statement that some jobs are more important to the Army than others.

A similar pattern emerges in field grade officers but the difference is not statistically reliable.

Table 41

Some Duty Assignments Within My Grade Level are More Important to the Army Than Others.

Response %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Agree	87	92	93	97
Disagree	9	6	5	3
No Opinion	<u>4</u>	<u>2</u>	<u>2</u>	<u>0</u>
Total (%)	100	100	100	100
N	917	6222	157	6574

Question 73: The Opportunity for Continued Professional Development Should Be Weighted in Favor of Those With the Highest Promotion Potential.

A greater proportion of company grade men agree that opportunities for professional development should be weighted with promotion potential (63%) than do company grade women (54%).

No gender difference was noted for field grade officers.

Table 42

The Opportunity for Continued Professional Development Should Be Weighted in Favor of Those With the Highest Promotion Potential

Response %	Company Grade		Field Grade	
	Women	Men	Women	Men
Agree	54	63	60	59
Disagree	43	35	38	40
No Opinion	<u>3</u>	<u>2</u>	<u>2</u>	<u>1</u>
Total (%)	100	100	100	100
N	898	6115	156	6489

Question 79: The Policy for Below the Zone Selections for Promotion Should:

About equal proportions of company grade men and women responded that the below the zone promotion policy should remain the same and similar proportions thought it should be expanded. More company grade men responded to abolish the below the zone policy (18%) than did women (14%). More company grade women (28%) responded "don't know" compared to company grade men (23%).

More field grade men answered that it should remain the same (45%) than did field grade women (39%). More women, however, said it should be expanded (21% versus 13%). About equal proportions of field grade men and women said abolish the below the zone policy and "don't know".

Table 43

The Policy for Below the Zone Selections for Promotions Should (in Percent):

Response %	Company Grade		Field Grade	
	Women	Men	Women	Men
Remain the Same	21	22	39	45
Be Expanded	37	37	21	13
Be Abolished	14	18	34	34
Don't Know	<u>28</u>	<u>23</u>	<u>6</u>	<u>8</u>
Total (%)	100	100	100	100
N	904	6188	155	6511

Question 80: How Much Time is Required for Officers in Your Branch to Spend in Resident Schooling (Both Military and/or Civilian) During a 20-Year Career in Order to Stay Current in Their Field.

There was no gender difference for company grade officers. The mean time in school recommended by company grade officers was 4.02 for women and 4.03 for men.

Field grade men recommended significantly ($t=3.83$, $p<.001$) more time in school (3.78 years) than did field grade women (3.40 years). The modal (most common) response, however, was the same (4 years) for both men and women in both company and field grades.

Question 81: Who Should Have Primary Responsibility for Professional Development of Officers in Your Career Field?

Company grade men favored their branch proponent as the manager of professional development (36% for men and 32% for women). Company grade women favored the individual officer (34% for women and 31% for men). The other differences did not reach a significant level of confidence.

Field grade men also favored their branch proponent (37% for men and 28% for women) but significantly more field grade men favored MILPERCEN than did company grade men. Field grade women favored MILPERCEN as the manager of professional development (31% for women and 20% for men). Fewer field grade officers than company grade officers thought the individual officer or the commanding officer or supervisor should have this responsibility.

Table 44

Who Should Have Primary Responsibility for Professional Development of Officers in Your Career Field?

Response %	Company Grade		Field Grade	
	Women	Men	Women	Men
MILPERCEN	11	13	31	20
Branch Proponent	32	36	28	37
Commanding Officer/ Supervisor	19	17	8	11
Individual Officer	34	31	25	27
Other	4	3	8	5
Total (%)	100	100	100	100
N	912	6164	156	6533

Question 83: In the Event of Rapid Mobilization, I Have Been Prepared to Assume Command and/or Staff Positions Two Levels Above My Current Assignment.

Both company and field grade men are more likely to agree that they are prepared to assume positions two levels above their current level than are women. More field grade officers of both sexes agreed than did company grade officers.

Table 45

In the Event of Rapid Mobilization, I Have Been Prepared to Assume Command and/or Staff Positions Two Levels Above My Current Assignment

Response %	Company Grade		Field Grade	
	Women	Men	Women	Men
Agree	32	42	50	59
Disagree	66	56	47	40
No Opinion/Don't Know	<u>2</u>	<u>2</u>	<u>3</u>	<u>1</u>
Total (%)	100	100	100	100
N	919	6220	156	6565

Question 85: Increased Resources Should be Applied to Developing Officers in Your Branch for:

Company grade men more frequently responded, TOE assignments (32%) than did women (19%). Company grade women were more likely to respond that both TOE and TDA assignments should receive more officer development resources. More women at company grades said "don't know" (14%) than did men (10%).

At field grade, the only reliable difference was that women more often responded that both TOE and TDA assignments should have more resources applied for officer development (55%) than did men (47%).

Table 46

Increased Resources Should be Applied to Developing Officers in Your Branch for:

Response %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
TOE Assignments	19	32	19	23
TDA Assignments	4	4	4	7
Both TOE & TDA	53	42	55	47
No Change in Emphasis	10	12	12	15
No Opinion/Don't Know	<u>14</u>	<u>10</u>	<u>10</u>	<u>8</u>
Total (%)	100	100	100	100
N	917	6185	157	6532

Question 86: Should Officers Be Required to Pass a Military Skills Competency Test Prior to Promotion to the Next Grade?

At the company grade, the modal (most common) response was "definitely no" for both men and women (36%). More company grade women (34%) than men (26%) responded that all grades should be required to pass military skills tests for promotion. Company grade men who said "yes" were more likely than women to respond that only grades 01 and 02 or only grades 01 to 03 should be required to pass such tests.

The modal response for both men and women at the field grade was also "definitely no" (39% and 45%, respectively). No gender differences were statistically reliable at the field grade.

Table 47

Should Officers Be Required to Pass a Military Skills Competency Test Prior to Promotion to the Next Grade

Response %	Company Grade		Field Grade	
	Women	Men	Women	Men
Definitely No	36	36	45	39
Yes, All Grades	34	26	18	19
Yes, 01 Only	3	4	2	1
Yes, 01 and 02 Only	7	10	8	7
Yes, 02 Only	1	1	1	1
Yes, 01 to 03 Only	9	13	14	18
Yes, 03 Only	1	1	2	2
Yes, 01 to 04 Only	4	4	5	7
Yes, 04 Only	1		0	1
Yes, Some Other Combination	<u>4</u>	<u>4</u>	<u>5</u>	<u>5</u>
Total (%)	100	100	100	100
N	912	6210	157	6536

Question 89: Our Officer Development System Does Not Go Far Enough Today in Preparing Officers for War and Combat.

While the majority of men and women at both company and field grades agree that the officer development system does not go far enough today in preparing officers for war and combat, men at both levels are more likely to disagree (i.e., they believe it does go far enough).

Table 48

Our Officer Development System Does Not Go Far Enough Today in Preparing Officers for War and Combat

Response %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Agree	86	80	80	75
Disagree	10	17	13	23
No Opinion	<u>4</u>	<u>3</u>	<u>7</u>	<u>2</u>
Total (%)	100	100	100	100
N	910	6187	156	6505

Question 90: Career Development for Individual Officers is Secondary to the Need for the Army to Defend the Country and Deter War.

Company grade men are more likely to agree that individual needs are secondary to Army needs (69%) than are women (64%).

The reverse trend occurs for field grade officers but the difference is not statistically reliable.

Table 49

Career Development for Individual Officers is Secondary to the Need for the Army to Defend the Country and Deter War

Response %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Agree	64	69	76	71
Disagree	33	29	22	28
No Opinion	<u>3</u>	<u>2</u>	<u>2</u>	<u>1</u>
Total (%)	100	100	100	100
N	907	6190	157	6504

Question 91: The Bold, Original, Creative Officer Can Not Survive in Today's Army.

Field grade women are more likely to agree that the bold, original, creative officer can not survive in today's Army (57%) than are field grade men (48%).

There is no gender difference at the company grade.

Table 50

The Bold, Original, Creative Officer Can Not Survive in Today's Army

Response %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Agree	50	48	57	48
Disagree	48	50	43	51
No Opinion	<u>2</u>	<u>2</u>	<u>0</u>	<u>1</u>
Total (%)	100	100	100	100
N	900	6148	155	6481

Question 92: The Officer Corps Today Is Focused Toward Personal Gain as Opposed to Selflessness.

Women field grade officers were more likely to agree the officers corps is focused toward personal gain as opposed to selflessness (75%) than were men (66%).

No gender difference was statistically reliable at the company grade.

Table 51

The Officer Corps Today Is Focused Toward Personal Gain as Opposed to Selflessness

Response %	Company Grade		Field Grade	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Agree	70	69	75	66
Disagree	26	28	23	33
No Opinion	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
Total (%)	100	100	100	100
N	909	6187	157	6516

Inferences and Conclusions

From the responses to the PDOS Survey several inferences and conclusions can be drawn. We must remember that the sample does not allow us to generalize to the whole of women officers, only about half (those in OPMS branches). In addition, our sample may be somewhat select, due to who did and did not respond. It may be that those with an axe to grind or those who felt most strongly were more likely to return their surveys. Such selectivity may have been more prevalent in one sex than the other. Our sample was also too small to allow comparisons between branches. The small number of field grade women officers in the sample made statistical reliability more difficult to achieve, therefore, differences between field grade men and women had to be greater than company grade men and women for us to be confident that the difference was likely to be real.

It is also worth belaboring the point that a statistical difference does not guarantee a meaningful difference. The meaningfulness of the findings must be derived from some other standard of measure. Perhaps this meaningfulness measure could be money, effectiveness, readiness, happiness or lives saved. In any case, information other than statistical confidence, must be used to determine meaning.

These findings indicate an overall picture of women officers (particularly in company grades) as being:

- Less satisfied with an Army career (Questions 3 & 53).
- Less committed to the Army (Questions J & 34).
- Less confident of their own and fellow officers wartime abilities (Questions 30, 41, 51, 83, & 86).
- Less positive about the Officer Professional Development System (Questions 7, 31, 46, 50, 51, 52, 53, 54, 81, & 89).
- Less positive about the Army School System (Questions 19, 20, 21, 29, 31, 50, 51, 52, 55, & 89).
- Less confident in the promotion system (Questions 72, 73, 79, & 91).
- Less influenced by inducements and socialization (Questions 16, 35, & 49).
- Less confident of the values of their fellow officers (Questions 39, 40, 41, & 92).

Women also report receiving less Army sponsored schooling than men (Questions 17, 33, & 47) and less mentoring than men (Questions 8, 16, & 29). Women emphasized the need to train for command and staff duties (versus just

command or just staff, Questions 59; 60, 61 & 64) and to increase resources for officer development in TOE and TDA units, ~~(versus just TOE which men emphasized, Question 85)~~.

This pattern of differences suggests that company grade women are not as involved in the Army and as socialized into the Army as their male counterparts.

The indications that the perception of being involved and satisfied is higher in the field grades is probably due to self and systemic selection factors. Like the male respondents, by the time female officers reach the rank of Major, they are likely to be more committed to the Army and its values. Their success indicates more satisfaction and identification with the organization and maybe a direct result of a greater commitment. (see Questions 90, 91, & 92).

Other needs and priorities that were not examined may also play an important role in the perceptions and commitment of women vis-a-vis an Army career. For example, the desire to have children or compromise with a spouse's goals may be more difficult to achieve for women officers than for men. Although not directly questioned, women may also perceive less opportunity for promotion than do men.

There are a great number of factors, such as the role of women in the Army and the institutional attitude toward women, that impinge on women's perceptions of the Officer Professional Development System that cannot be derived from the PDOS Survey. More research on the effect of Army policies and culture on women officers is necessary to understand the kind of differences found in these analyses and what they mean.

APPENDIX

1984 Officer Professional Development System Survey

Commissioned and Warrent Officers

UNITED STATES ARMY
THE CHIEF OF STAFF

SUBJECT: 1984 Officer Professional Development System
Survey

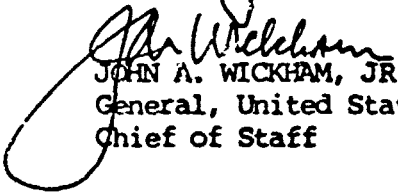
TO: Commissioned and Warrant Officer Survey Participants

1. You have been selected to participate in the 1984 Officer Professional Development System Survey. Your response will be used to evaluate the ability of officer education, training, and socialization programs to meet future Army needs.

2. Please complete and return the survey within 48 hours. Because this study will shape the future development of our officer corps, we need your candid opinions.

3. *The product can be only as good as the input.*

Encl


JOHN A. WICKHAM, JR.
General, United States Army
Chief of Staff

OVERVIEW

This survey presents you with an opportunity to provide information about issues important to the Army. Be candid in your responses, for this will help in the assessment of today's Officer Professional Development System. Your input will help identify issues and provide a sensing on the state of the officer corps.

Over the next several pages you are asked to respond to items that are designed to:

- (1) Assess your development for your current assignment.
- (2) Evaluate military schools.
- (3) Determine the value of civilian education programs.
- (4) Sample perceptions about professionalism in the officer corps.
- (5) Measure feelings toward various developmental opportunities, assignments, and issues.
- (6) Evaluate the officer professional development system in general.
- (7) Make recommendations for the future.
- (8) Take the pulse of the officer corps.

Thank you for your time and effort.

GENERAL INSTRUCTIONS FOR SURVEY PARTICIPANTS

1. Use only a No. 2 pencil when completing the answer sheet.
2. Do not place your name or social security number (SSN) anywhere on the answer sheet or booklet. This will assure that your responses remain truly anonymous.
3. Answer all questions as of 1 August 1984, even though you may be completing the questionnaire after that date.
4. Be sure the question number that you mark on the answer sheet is the same as the question number in the survey booklet.
5. You may make only one response for each question. Blacken the circle on the answer sheet that has the same letter or number as the response which you have selected in the booklet. Do not make any other marks or write on the answer sheet.
6. Fill in the circle completely with a heavy mark, but do not go outside the circle. Look at these examples:

1 ☐ A ☐ B ☐ C ☒ D ☐ E ☐ F ☐ G ☐ H ☐ I ☐ J
 RIGHT WAY 2 ☐ A ☒ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H ☐ I ☐ J
 TO MARK 3 ☒ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H ☐ I ☐ J
 ANSWER SHEET 4 ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☒ G ☐ H ☐ I ☐ J
 5 ☐ A ☐ B ☒ C ☐ D ☐ E ☐ F ☐ G ☐ H ☐ I ☐ J

1 ☐ A ☐ B ☒ C ☐ D ☐ E ☐ F ☐ G ☐ H ☐ I ☐ J
 WRONG WAY 2 ☐ A ☒ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H ☐ I ☐ J
 TO MARK 3 ☒ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H ☐ I ☐ J
 ANSWER SHEET 4 ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☒ G ☐ H ☐ I ☐ J
 5 ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H ☐ I ☐ J

7. If you make a mistake, erase the mark completely before you enter a new one.
8. You are not required to answer any question which you find objectionable.
9. If the possible responses to a question do not fit your opinion exactly, please choose the response which most nearly approximates your view.
10. Space for additional handwritten comments has been provided for certain questions and on the last page of the survey.

INSTRUCTIONS FOR COMPLETING THE FRONT OF THE ANSWER SHEET

The front of the answer sheet contains lettered columns. These columns are used to state background information. Please complete the lettered columns as follows:

COLUMN A: Blacken the circle corresponding to your pay grade.

COLUMN B: Enter the total amount of your Active Federal Military Service (AFMS) completed as of 1 August 1984 by blackening the appropriate circles in Column B. (Be sure to include all federal service in an active status, whether part was commissioned, warrant or enlisted service). Round partial years upward to the next higher whole year. If your AFMS is 9 years or less, be sure to blacken the 0 in the left sub-column. (Ignore the third sub-column which contains letters.)

COLUMN C: Select the letter which corresponds to your basic branch and blacken the appropriate circle.

- | | |
|--------------------------|--------------------------|
| A. Adjutant General | H. Finance |
| B. Air Defense Artillery | I. Infantry |
| C. Armor | J. Military Intelligence |
| D. Aviation | K. Military Police |
| E. Chemical | L. Ordnance |
| F. Engineer | M. Quartermaster |
| G. Field Artillery | N. Signal |
| | O. Transportation |

COLUMN D: Select the letter below that corresponds to the command to which you are assigned. Blacken the appropriate circle in Column D.

- A. US Army Europe and Seventh Army (USAREUR)
- B. Eighth US Army or other US Army forces in Korea (EUSA)
- C. US Army Japan, including US Army forces in Okinawa (USARJ)
- D. US Army Western Command (WESTCOM)
- E. US Army Training and Doctrine Command (TRADOC)
- F. US Army Forces Command (FORSCOM), including US Army forces in Alaska, Panama, and Puerto Rico
- G. US Army Materiel Development and Readiness Command (DARCOM)
- H. US Army Military District of Washington (MDW)
- I. US Army Health Services Command (USAHSC)
- J. US Army Recruiting Command (USAREC)
- K. US Military Academy (USMA)
- L. HQDA Staff Elements or their field activities (MILPERCEN, TAGCEN, OCE, OSA, AND OTJAG)
- M. Duty with Reserve and National Guard
- N. Joint or Combined Headquarters
- O. INSCOM
- P. US Criminal Investigation Command (USACIDC)
- Q. Other

COLUMN E: Indicate the type of unit to which you are assigned by selecting the appropriate code from the table below and blackening the proper circles in Column E.

- 00 Combat
- 11 Combat Support
- 22 Combat Service Support
- 33 ROTC or USMA Staff and Faculty
- 44 Garrison/installation staff
- 55 Recruiting, Readiness Regions
- 66 Corps or higher level staff (includes MACOM, DA, etc.)
- 77 Duty with Reserve and National Guard
- 88 Training (includes service school staff and faculty)
- 99 Other

COLUMN F: Indicate your initial specialty (previously referred to as primary specialty) by blackening the appropriate circles in Column F. Blacken the circle corresponding to the first digit in the first sub-column and the circle corresponding to the second digit in the second sub-column.

SPECIALTY CODES

- | | |
|---|--|
| 11 Infantry | 48 Foreign Area Officer |
| 12 Armor | 49 Operations Research/
Systems Analysis |
| 13 Field Artillery | 51 Research and Development |
| 14 Air Defense Artillery | 52 Nuclear Weapons |
| 15 Aviation | 53 Automated Data Systems
Management |
| 18 Special Forces | 54 Operations Plans/
Training/Force
Development |
| 21 Engineer | 71 Aviation Logistics |
| 22 Topographic Engineer | 72 Communications-
Electronics Materiel
Management |
| 23 Facilities/Contract/Construction Mgmt | 73 Missile Materiel
Management |
| 25 Communication-Electronics | 74 Chemical |
| 27 Communication-Electronics
Engineering | 75 Munitions Materiel
Management |
| 31 Military Police | 81 Petroleum Management |
| 35 Military Intelligence | 82 Subsistence Management |
| 36 Counterintelligence - Signal
Security, Human Intelligence | 91 Maintenance Management |
| 37 Signal Intelligence, Electronic
Warfare | 92 Materiel/Services
Management |
| 41 Personnel Programs Management | 95 Transportation |
| 42 Administrative & Personnel Systems
Management | 97 Procurement |
| 43 Community Activities Management | |
| 44 Finance | |
| 45 Comptroller | |
| 46 Public Affairs | |

COLUMN G: Using the list from Column F, indicate your additional specialty (previously referred to as alternate specialty) by blackening the appropriate circles in Column G. If you have not had an additional specialty designated, use Code 00.

COLUMN H: Enter the last two digits of your year group.

COLUMN I: Please indicate your sex.

- A. Male
- B. Female

COLUMN J: Do you plan to make the Army a career? (That is, 20 or more years of service.)

- A. Yes, I plan to remain in the Army as long as I can beyond 20.
- B. Yes, I plan to retire at 20.
- C. Yes, but I am undecided as to when I will retire.
- D. I have made no decision as to whether or not I will make the Army a career.
- E. No, I do not plan to make the Army a career.

COLUMN K: Which of the following joint service schools have you attended?

- A. I have not attended any joint service schools.
- B. National War College
- C. ICAF
- D. AFSC
- E. Other

COLUMN L: Through which of the following did you receive your commission?

- 01 OCS
- 02 USMA
- 03 ROTC
- 04 Direct Appointment
- 05 Other

DEVELOPMENT FOR CURRENT ASSIGNMENT

1. Please indicate which choice below best describes your current assignment. (Previous assignment if you are currently in school.)
 - A. Commander
 - B. Division/Brigade/Battalion Staff
 - C. High level staff (corps and and higher level)
 - D. Combined or Joint Staff
 - E. Installation Staff
 - F. Instructor
 - G. Specialty Immaterial Assignment
 - H. Other (please specify) _____
2. Are you currently working in a duty position that requires you to use either your initial or additional specialty skills?
 - A. Yes; initial specialty only
 - B. Yes; additional specialty only
 - C. Yes; both initial and additional specialties
 - D. No
3. How satisfied are you with your current duty position?
 - A. Very satisfied
 - B. Satisfied
 - C. Slightly satisfied
 - D. Slightly dissatisfied
 - E. Dissatisfied
 - F. Very Dissatisfied
4. Select the skills which are most important to you in your current duty position. (Previous duty position if currently in school.)
 - A. Leadership and human relations
 - B. Time management skills
 - C. Resource management (other than time) skills
 - D. Setting priorities/goals
 - E. Technical/tactical skills
 - F. Development of organizations
 - G. Concept integration/cognitive skills
 - H. Communication skills (written and oral)
 - I. Other

5. How far forward do the longest programs/projects over which you have control in your current job extend (i.e. How far forward do these programs/projects have an impact/payoff/results)?

- A. 1 week or less
- B. Between 1 week and 1 month
- C. Between 1 and 3 months
- D. Between 3 and 6 months
- E. Between 6 and 12 months
- F. Between 1 and 2 years
- G. Between 2 and 5 years
- H. Between 5 and 10 years
- I. Between 10 and 15 years
- J. More than 15 years

6. Including both duty and nonduty time, indicate the average number of hours per week you believe you could devote to a correspondence type of course during your current assignment.

- A. 1 hour or less
- B. About 2 hours
- C. About 3 hours
- D. About 4 hours
- E. About 5 hours
- F. About 6 hours
- G. More than 6 hours

For items 7 and 8, use the following response set:

- A. Strongly agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree

Professional Development - The preparation of officers to effectively lead the Army and efficiently manage its resources. It is an interactive process involving the military school system, the unit, the individual and the personnel center in educating, training, socializing and assigning the officer corps.

7. I have sufficient opportunity in my current assignment to further my professional development.

8. In my current assignment, I have a mentor that is helping to prepare me for future assignments. (A mentor is someone, normally a superior, who acts as though he/she were a coach, a parent, a teacher, etc.)

For items 9 through 16, indicate to what extent each learning experience actually helped prepare you to perform the duties in your current assignment. (Previous assignment if currently in school.) For each item use the following response set:

- A. Extremely helpful
- B. Somewhat helpful
- C. Little or no help
- D. Not applicable

9. Service Schools (resident):

10. Service Schools (non-resident):

11. Advanced Civil Schooling (Masters or doctorate):

12. Correspondence Course (either military or civilian; other than non-resident service school):

13. Civilian contract short-course training:

14. Self study:

15. On-the-job training/unit experience:

16. Coaching or teaching by mentor:

EVALUATION OF MILITARY SCHOOLS

17. Please indicate the most recent military school completed from the list below:

- A. OBC (Officer Basic Course)
- B. OAC (Officer Advanced Course)
- C. CAS 3 (Combined Arms and Services Staff School)
- D. CGSC (Command and General Staff Officers Course) (non-resident)
- E. CGSC (Command and General Staff Officers Course) (resident)
- F. AFSC (Armed Forces Staff College)
- G. AWC (Army War College) (non-resident)
- H. AWC (Army War College) (resident)
- I. ICAF (Industrial College of the Armed Forces)
- J. NWC (National War College)
- K. Other Service War College
- L. Flight School
- M. Other
- N. None of the above

18. How long ago did you complete the school indicated in item 17?

- A. Less than 1 year
- B. Less than 2 years but more than 1 year
- C. Less than 3 years but more than 2 years
- D. Less than 4 years but more than 3 years
- E. Less than 5 years but more than 4 years
- F. Less than 7 years but more than 5 years
- G. Less than 9 years but more than 7 years
- H. Less than 11 years but more than 9 years
- I. More than 11 years
- J. Does not apply

Items 19 through 21 ask you to evaluate the appropriateness of the amount of content in your most recently completed school (see item 17) devoted to each of three possible training/education areas. Use the following response set to answer each item:

- A. Too much
- B. An appropriate amount
- C. Too little
- D. Not applicable

19. The amount of content devoted to technical skills was:

20. The amount of content devoted to tactical (strategic for Senior Service College) skills was:

21. The amount of content devoted to leadership and human relations skills was:

Items 22 through 25 ask you to evaluate the quality of the training/education provided in the last school you attended as noted in item 17. For each item, use the following response set:

- A. Excellent
- B. Good
- C. Fair
- D. Poor
- E. Very Poor
- F. Not applicable

Education - Knowledge that broadens one's ability. Teaches how to think and decide; teaches reasoning and judgement; provides values and insights.

Training - Skills for performing duties in specific work assignments. Teaches individuals how to do something.

22. The quality of the technical training was:

23. The quality of the tactical training (strategic for Senior Service College) was:

24. The quality of the leadership and human relations skill training was:

25. Overall, the quality of the instruction provided by the faculty in this school was:

26. The standards for academic performance in this school were:

- A. Too high
- B. About right
- C. Too low
- D. Not applicable

27. Relative to the time I really needed the content covered in this school, the course occurred:

- A. More than two years too early.
- B. A little too early (but not more than two years).
- C. I was able to apply the content immediately.
- D. A little too late (but not more than two years).
- E. More than two years too late.
- F. Don't know
- G. Not applicable

28. To what extent did this school experience contribute to your professional development as an officer?

- A. A critical contribution
- B. A major contribution
- C. Some contribution
- D. Little contribution
- E. No contribution
- F. No opinion
- G. Not applicable

Items 29 through 31 ask you to indicate your agreement with a number of statements concerning the school you most recently completed as indicated in item 17. Indicate your agreement using the following response set for items 29 and 30:

- A. Strongly agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree
- G. No opinion

29. My most recent school effectively prepared officers to become mentors.

30. This school prepared me to more effectively perform my wartime duties.

31. How helpful do you think your most recent military school experience will be to you in your future assignments?

- A. Extremely helpful.
- B. Somewhat helpful.
- C. Little or no help.
- D. Don't know
- E. Not applicable

CIVILIAN EDUCATION

32. Indicate the highest level of civilian education you have completed.

- A. Doctorate Degree
- B. Masters Degree
- C. Professional Certificate (Graduate level but less than a Masters)
- D. Bachelors Degree
- E. Professional Certificate (Undergraduate Level but less than a Bachelors)
- F. Associate Degree
- G. 2 or more years of college (but no degree)
- H. Less than 2 years of college
- I. High school graduate or GED equivalent with no college

33. What is/was the source of your graduate degree (masters or doctorate)?

- A. Fully-funded program
- B. Degree Completion Program
- C. Cooperative Degree Program (COOP - CGSC/AWC)
- D. Off duty - on own
- E. Prior to accession
- F. Other
- G. I do not have a graduate degree.

34. What is/was your primary intent in obtaining an additional degree (masters or doctorate)?

- A. I do not intend to obtain an additional degree.
- B. To serve more effectively in either or both of my specialties.
- C. Professional intellectual growth
- D. Will make me more competitive for promotion or school selection.
- E. To aid in obtaining a good civilian job after I separate from the service.
- F. Will help me obtain the assignment I want.
- G. Other

35. To what extent does/did the opportunity to acquire additional civilian education while in the Army influence your decision to remain on active duty?

- A. A great deal
- B. Moderately
- C. Slightly
- D. Does not apply; I would remain on active duty regardless.
- E. Does not apply; I will not stay on active duty.

36. An officer should acquire an advanced degree (masters or doctorate) even if the Army does not fund it.

- A. Strongly agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree
- G. No opinion

OFFICER PROFESSIONALISM

37. All things considered, who in the military played the biggest role in shaping your own professional military value system to date.

- A. Company Commander
- B. Battalion Commander
- C. Brigade Commander
- D. General Officer
- E. Peers
- F. School instructor
- G. Supervisor
- H. Someone during precommissioning (USMA, ROTC, OCS, etc.)
- I. Noncommissioned officers
- J. Other

Indicate your agreement with the statements contained in items 38 through 40 using the following response set:

- A. Strongly agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree
- G. No opinion

38. For me, service in the Army is more than just a job.

Army Ethic - Loyalty to the nation's ideals, loyalty to the unit, selfless service and personal responsibility.

39. Overall, the officers with whom I work exemplify the Army ethic.

40. All in all, the officers with whom I work exemplify the attitude that they are soldiers first and are physically and mentally prepared for war and combat.

For items 41 through 43, use the following response set:

- A. About 100%
- B. About 75%
- C. About two-thirds
- D. About 50%
- E. About one-third
- F. About 25%
- G. Less than 25%
- H. Don't know

41. Of the officers at your grade that you know, what percent would make good wartime leaders?

- A. About 100%
- B. About 75%
- C. About two-thirds
- D. About 50%
- E. About one-third
- F. About 25%
- G. Less than 25%
- H. Don't know

42. What percent of the company grade officers in your current organization are competent in their basic educational skills (e.g. reading, writing, mathematics, oral communications)?

43. What percent of the warrant officers (WO1-CW2) in your current organization are competent in their basic educational skills?

44. Overall, the greatest weakness in the development of officers in both my branch and at my grade is in the area of:

- A. Technical skills
- B. Tactical skills
- C. Operational skills (e.g. integration of combined arms elements, management of battlefield resources, etc.)
- D. Concept Integration/cognitive skills and abilities
- E. Leadership and human relations skills and abilities
- F. A lack of appropriate understanding of their role
- G. A lack of appropriate military values
- H. Basic education skills (3R's)
- I. A failure to be a soldier first (i.e. physically/mentally prepared for war and combat).
- J. Other _____

OTHER DEVELOPMENTAL EXPERIENCES

45. Select the developmental experience that made the greatest contribution to your professional development as an officer.

- A. Precommissioning military experience
- B. Military Resident Training/Education
- C. Military Correspondence Education
- D. Army-Sponsored Civilian Education
- E. Duty Assignments/OJT
- F. A commander's specific efforts to mentor, coach, or teach
- G. Self-directed developmental efforts on my own time
- H. Learning from peers
- I. Other

46. How many hours per month does your unit devote to formal officer professional development for company grade officers?

- A. None
- B. About 1 hour
- C. About 2 hours
- D. About 3 hours
- E. About 4 hours
- F. About 5 hours
- G. About 6 hours
- H. About 7 hours
- I. 8 hours or more
- J. Don't know/my unit does not have company grade officers

47. How many years altogether have you spent assigned as a full-time student in military and/or civilian schools since commissioning?

- A. None
- B. About 1 year
- C. About 2 years
- D. About 3 years
- E. About 4 years
- F. About 5 years
- G. About 6 years
- H. About 7 years
- I. About 8 years
- J. More than 8 years

For items 48 through 50, use the following response set:

- A. Strongly agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree
- G. Not applicable
- H. No opinion

48. Noncommissioned officers have played a significant role in my professional development.

49. Overall, the group norms and role models present in organizations/units in which I have served have made a positive contribution to my professional development as an officer.

50. The formal officer professional development program in my unit contributes significantly to my development.

EVALUATION OF THE OFFICER PROFESSIONAL DEVELOPMENT SYSTEM

For items 51 through 57, use the following response set:

- A. Strongly agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree
- G. Not applicable
- H. No opinion

51. Overall, the current education and training system for officers enhances Army combat readiness.

52. Education and training opportunities have occurred at the proper time in my career to date.

53. Overall, I am satisfied with the professional development opportunities afforded to me by my assignment pattern to date.

54. As things now stand, I am confident that appropriate opportunities for professional development will be made available to me as I need them during my career.

55. The Army officer training and education system is preparing officers in my branch to keep pace with the fielding of high-tech systems.

56. The method of instruction in which small groups of students are taught by a faculty team leader serving as mentor (coach/teacher) should be expanded to all Army institutional schools for officers.

57. All Army officers should receive training in joint and combined operations.

FUTURE EDUCATION AND TRAINING SYSTEM

For items 58 through 60, use the following response set:

- A. Preparation for command
- B. Preparation for staff
- C. Prepare for command and staff
- D. Develop basic branch skill proficiency
- E. Shared experiences with peers/others across the Army
- F. Inculcation of Army values
- G. Don't know
- H. Other _____
(specify)

58. What should be the primary purpose of OBC?

59. What should be the primary purpose of OAC?

60. What should be the primary purpose of CAS 3?

For items 61 and 62, use the following response set:

- A. Operational level warfighting skills
- B. Preparation for command
- C. Preparation for high level staff
- D. Critical thinking/concept integration
- E. Leadership and development of large/complex organizations
- F. Some combination of the above
- G. Don't know

61. What should be the primary purpose of CGSC?

62. What should be the primary purpose of SSC?

63. The best action to be taken with respect to OAC, CAS 3, and CGSC is:

- A. Keep all three
- B. Delete OAC
- C. Delete CAS 3
- D. Delete CGSC
- E. Merge OAC and CAS 3
- F. Merge CAS 3 and CGSC
- G. Other (specify) _____
- H. Don't know; no opinion

For items 64 through 76, use the following response set:

- A. Strongly agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree
- G. No opinion; don't know

64. In my branch, there is currently a need for additional intensive education/training in warfighting and operational planning skills after CGSC but prior to SSC.

65. In my branch, demands of the future battlefield will require that all field grade officers continue their education and training beyond CGSC level.

66. CGSC (resident or non-resident) should be a prerequisite for attendance at AFSC.

67. AFSC should continue to be considered a CGSC equivalent school.

68. There is a need for additional education and training (resident or non-resident) beyond SSC.

69. Advanced civilian schooling is necessary for me to be proficient in at least one of my specialties.

70. Resident course schools should not require students to complete preliminary requirements prior to attendance.

71. Officers should continue to develop professionally through some type of self study.

72. Some duty assignments within my grade level are more important to the Army than others.

73. The opportunity for continued professional development should be weighted in favor of those with the highest promotion potential.

74. The officer should be first a mentor and role model who instills Army values and develops his subordinates as his most important responsibility.

75. The policy of early selection of a very few officers for promotion below the zone encourages officers to focus on short-term, high visibility goals.

76. Most officers are promoted before they become competent at their existing grade level.

77. The number of officers attending CGSC each year should be:

- A. Expanded to accommodate all eligible officers
- B. Remain the same
- C. Reduced
- D. No opinion; don't know

78. Who should attend CGSC?

- A. All officers
- B. Only those officers with potential for command
- C. Those officers with potential for high level staff assignments
- D. Both B and C
- E. Other
- F. No opinion, don't know

79. The policy for below the zone selections for promotion should be:

- A. Remain the same as now
- B. Expanded to include selection of all those fully qualified for selection below the zone
- C. Abolish below the zone selections
- D. Don't know

80. How much time is required for officers in your branch to spend in resident schooling (both military and/or civilian) during a 20-year career in order to stay current in their field?

- A. Less than 1 year
- B. About 1 year
- C. About 2 years
- D. About 3 years
- E. About 4 years
- F. About 5 years
- G. About 6 years
- H. About 7 years
- I. About 8 years

81. Which of the following should have the primary responsibility for professional development of officers in your career field.

- A. MILPERCEN
- B. The branch proponent (e.g. service school).
- C. The commanding officer/supervisor in each duty assignment.
- D. Each individual officer is responsible for his/her own development.
- E. Other

OTHER COMMISSIONED OFFICER ISSUES

For items 82 through 84, use the following response set:

- A. Strongly Agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree
- G. No opinion; don't know

82. A factor in the evaluation of commanders should be the degree to which they adequately develop the officers serving under them.

83. In the event of rapid mobilization, I have been prepared to assume command and/or staff positions two levels above my current assignment.

84. The highest priority of the Officer Professional Development System (OPDS) should be to prepare officers to assume command positions.

85. Increased resources should be applied to developing officers in your branch for:

- A. TOE type assignments
- B. TDA type assignments
- C. Both TOE and TDA type assignments
- D. No change from current emphasis
- E. No opinion; don't know

86. Should officers be required to pass a military skills competency test prior to promotion to the next grade?

- A. Definitely no
- B. Yes for all grade levels
- C. Yes, for 0-1 only
- D. Yes, for 0-1 and 0-2 only
- E. Yes, for 0-2 only
- F. Yes for 0-1, 0-2, and 0-3 only
- G. Yes, for 0-3 only
- H. Yes for 0-1, 0-2, 0-3 and 0-4 only
- I. Yes, for 0-4 only
- J. Yes, for some combination of grades other than above.

A critical transition point is defined as a stage or event in the career of an officer which represents a substantial change in level of responsibility, scope of work, or level of understanding (frame of reference) required to perform effectively.

87. Current transition points for officer development now tend to be associated with schools (e.g. OBC, OAC, CAS3, CGSC, SSC). Are these the appropriate transition points?

- A. Yes
- B. No
- C. Do not know

88. During the first 20 years of commissioned service, what is the maximum single block of time that an officer in your branch should be in assignments "away from troops" (i.e. assignments other than those having tactical or wartime mission significance)?

- A. 1 year or less
- B. 2 years
- C. 3 years
- D. 4 years
- E. 5 years
- F. 6 years
- G. 7 years
- H. 8 years
- I. More than 8 years

TAKING THE PULSE OF THE OFFICER CORPS

A number of authors recently have criticized the Officer Professional Development System in the Army. Using the response set provided below, for items 89 through 93, indicate the extent to which you agree or disagree with the statements below which are abstracted from the arguments made by these critics:

- A. Strongly agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree
- G. No opinion

89. Our officer development system does not go far enough today in preparing officers for war and combat.

90. Career development for individual officers is secondary to the need for the Army to defend the country and deter war.

91. The bold, original, creative officer cannot survive in today's Army.

92. The officer corps today is focused toward personal gain as opposed to selflessness.

93. The promotion system does not reward those officers who have the seasoning and potential to be the best wartime leaders.

TURN TO NEXT PAGE.

Branch _____
Grade _____

REMARKS

END 8-86

-STOP-
PLACE ANSWER SHEET INSIDE BOOKLET;
PLACE BOOKLET INSIDE RETURN ENVELOPE AND MAIL.